



# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7009 S 10th St, Phoenix, AZ 85042

Roosevelt Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

## AZ LEARNS<sup>1</sup>

### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

## School Overview

Principal/Administrator : Mr. Juan Gallardo  
Schedule : 07:30 AM to 04:00 PM  
Grades : 4-8  
Web Address : [www.rsd.k12.az.us](http://www.rsd.k12.az.us)  
Phone Number : (602) 232-4240  
Fax Number : (602) 243-4973  
E-mail : [juan.gallardo@rsd.k12.az.us](mailto:juan.gallardo@rsd.k12.az.us)

## Mission

C.O. Greenfield is dedicated to the acquisition of lifelong learning. We utilize a variety of methods and materials including technology. Staff and parents work together to see that each child receives the level of education that is challenging. Greenfield also envisions a positive, safe and welcoming school environment, with motivated teachers, and a leadership with shared discision making among its stakeholders.

## No Child Left Behind

### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Not Met  
2003-04 Met

### School Improvement Status (b)

2005-06 Corrective Action  
2004-05 SI Year 2  
2003-04 Year 2

(b) For additional information, please refer to the AYP page in this report card.

## School / Academic Goals

- ü Our primary goal is to improve the academic achievement of students in reading, Writing and Math in AIMS assessments. We will strive to increase the number of students scoring above the 50th percentile by 5% each year and help students who are below.
- ü Our secondary goal is to increase academic achievement in other content areas such as mathematics and writing on the AIMS assessments. We are targeting the students who fall below the 25% range and offer additional programs and tutoring.
- ü Our third goal is continue to establish a sense of community that is safe and conducive to learning. Safety is a number one concern and programs will be put into place to educate parents, students and teachers.
- ü Our fourth goal is to create more parental involvement and build on future partnerships within the community. Parents, administrators, Teachers and Community working together builds a unified and successful school.

## Enrollment

October 1, 2005 School Year Student Enrollment : 716  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 50

## Instructional Programs

- Ü Accelerated Reading
- Ü Accelerated Math
- Ü Accelerated Writing
- Ü Reading/Two Computer Labs
- Ü Phonics Steps to Reading Success
- Ü Six Traits Writing
- Ü Curriculum Mapping
- Ü Technology Integration

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

## Shared Responsibilities

## School

The staff is committed to educate children utilizing research-based strategies. Staff informs parents frequently and in a timely manner about the children's progress academically. All communication is distributed in the parents' home language (orally and written). Parents are kept abreast of educational trends and government mandates.

## Parents

Parents are encouraged to participate actively in their child's education. Assist their child by providing a quiet place at home to study. Set an early bedtime to ensure proper student rest. Utilize community resources to help parents with uniforms and other needs. Parents are invited to become active members on this campus and volunteer on campus. Parents need to attend parent/teacher meetings and conferences as well as celebration events.

## Transportation Policy

Transportation is provided to students who live more than 1 mile from school. Special Needs students have door-to-door bus service. Bus Safety & Rules contracts are signed by both parents and students at registration. Bus privileges can be taken away for those who do not follow bus rules. Students who are involved in after school activities are transported to and from school.

## School Honors

## Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Teacher of the Year Nomination	2004
Ü Corporate and community partnership recognition	2004
Ü Arizona Challenge champs by 4th grade students	2004
Ü Math Honor Students recognition at the High School Lvl.	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	1372	80147	99	100	99	445	444	482	26	27	11	29	30	17	42	39	49	3	5	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	670	39281	97	100	99	453	450	483	22	23	9	25	29	17	49	42	50	4	6	24
Male	76	702	40780	100	100	98	438	439	482	29	31	12	33	30	17	36	35	48	3	4	24
African American	11	247	4249	100	100	99	407	440	464	73	30	17	NA	29	22	27	38	48	NA	3	13
Hispanic	127	1054	33494	99	100	99	449	445	466	20	27	15	33	30	23	43	39	49	4	5	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	10	4117	--	91	96	--	NA	456	--	NA	19	--	NA	27	--	NA	46	--	NA	8
White	NC	54	36122	NC	100	99	NC	454	501	NC	24	5	NC	30	10	NC	33	50	NC	13	35
Students with Disabilities	21	184	10295	100	100	92	381	405	443	86	64	33	14	26	26	NA	9	33	NA	1	8
Students without Disabilities	123	1188	69852	99	100	100	456	450	488	15	21	7	32	30	16	49	43	51	4	5	26
Limited English Proficient Students	42	425	12722	95	99	97	439	425	441	21	38	27	48	38	33	31	23	37	NA	0	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	119	1164	38371	98	98	97	448	443	465	23	27	15	32	31	23	41	38	49	4	4	13
Non-Economically Disadvantaged	25	208	41776	100	100	100	429	450	498	40	27	6	16	21	11	44	45	49	NA	8	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	1372	79686	99	100	98	426	436	470	31	28	11	40	36	24	28	35	57	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	671	39163	97	100	99	436	446	475	21	20	9	46	35	22	34	43	60	NA	2	10
Male	76	701	40438	100	100	97	417	426	465	41	35	13	36	37	25	24	27	54	NA	1	7
African American	11	248	4228	100	100	98	401	438	458	73	27	15	27	35	28	NA	37	53	NA	1	4
Hispanic	127	1054	33299	99	100	98	428	434	452	27	29	17	42	36	32	31	34	47	NA	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	10	4087	--	91	96	--	NA	446	--	NA	16	--	NA	38	--	NA	44	--	NA	2
White	NC	53	35914	NC	100	98	NC	450	489	NC	19	5	NC	47	15	NC	30	67	NC	4	14
Students with Disabilities	21	184	9808	100	100	87	374	394	432	95	71	35	5	25	32	NA	4	30	NA	1	3
Students without Disabilities	123	1188	69878	99	100	100	435	442	475	20	21	8	46	38	23	33	39	61	NA	1	9
Limited English Proficient Students	42	425	12594	95	99	96	409	411	422	43	47	34	50	42	45	7	11	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	119	1165	38095	98	99	97	428	435	452	29	28	17	39	37	32	32	34	48	NA	1	3
Non-Economically Disadvantaged	25	207	41591	100	100	99	416	441	486	40	26	6	48	34	16	12	39	65	NA	2	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	1359	80372	99	99	99	439	443	475	11	10	4	49	46	30	40	44	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	666	39452	97	100	99	458	464	488	6	4	3	43	38	22	51	57	72	NA	1	3
Male	76	693	40836	100	98	98	422	424	464	16	16	6	55	53	37	29	31	56	NA	NA	1
African American	11	246	4264	100	100	99	413	448	465	18	9	5	64	43	35	18	47	59	NA	0	1
Hispanic	127	1043	33608	99	99	99	443	442	462	9	11	6	49	47	36	42	42	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	54	36213	NC	100	99	NC	452	489	NC	11	2	NC	35	22	NC	54	72	NC	NA	3
Students with Disabilities	21	181	10526	100	98	94	338	376	427	57	38	15	43	54	53	NA	9	31	NA	NA	1
Students without Disabilities	123	1178	69846	99	99	100	456	453	482	3	6	3	50	45	26	46	49	69	NA	0	2
Limited English Proficient Students	42	418	12747	95	98	97	416	414	432	17	19	12	62	56	52	21	26	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	119	1155	38521	98	98	98	441	443	461	11	10	6	48	46	38	41	43	55	NA	0	1
Non-Economically Disadvantaged	25	204	41851	100	100	100	430	447	489	12	11	3	56	42	22	32	46	72	NA	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	1320	79306	100	99	99	467	470	504	27	28	13	35	30	20	35	38	49	3	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	671	38845	100	100	99	472	472	505	24	26	11	34	31	20	40	38	50	3	4	18
Male	82	649	40383	100	99	98	463	468	504	29	30	14	37	28	19	32	37	47	2	4	19
African American	20	237	4171	100	99	98	455	462	485	35	33	20	30	32	26	35	32	44	NA	3	10
Hispanic	125	1001	32673	100	99	99	470	471	487	25	27	18	36	30	25	36	38	46	3	5	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	NC	64	36234	NC	100	99	NC	487	523	NC	22	6	NC	23	13	NC	47	52	NC	8	28
Students with Disabilities	23	170	10286	100	97	91	422	431	462	78	69	41	22	19	27	NA	11	27	NA	NA	5
Students without Disabilities	127	1150	69020	100	100	100	475	476	510	17	22	9	38	31	18	42	42	52	3	5	21
Limited English Proficient Students	36	356	10291	100	97	96	440	447	458	61	49	38	33	33	34	6	17	26	NA	0	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	128	1114	37437	100	98	97	468	469	486	27	29	19	35	29	26	35	38	46	3	4	9
Non-Economically Disadvantaged	22	206	41869	100	100	100	463	478	521	27	23	7	36	33	14	36	38	51	NA	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	1320	79000	100	99	98	451	458	489	28	23	10	35	37	24	35	38	58	1	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	671	38774	100	100	99	458	463	494	25	19	7	34	36	22	38	43	61	3	2	10
Male	82	649	40150	100	99	98	446	453	485	30	27	12	37	38	25	33	33	55	NA	1	8
African American	20	237	4153	100	99	98	446	458	476	40	23	13	30	36	30	30	40	53	NA	2	4
Hispanic	125	1001	32508	100	99	98	452	457	472	26	24	15	37	38	33	35	37	49	2	1	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	NC	64	36135	NC	100	98	NC	480	508	NC	13	4	NC	25	14	NC	56	67	NC	6	15
Students with Disabilities	23	170	9991	100	97	88	409	416	449	78	69	33	17	23	36	4	8	29	NA	NA	2
Students without Disabilities	127	1150	69009	100	100	100	459	464	495	19	16	6	39	39	22	41	43	62	2	2	10
Limited English Proficient Students	36	356	10199	100	97	95	422	430	439	53	46	35	39	46	47	8	9	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	128	1114	37234	100	98	97	450	455	472	29	24	15	36	39	33	34	36	50	1	1	3
Non-Economically Disadvantaged	22	206	41766	100	100	99	459	474	505	23	16	5	32	28	16	41	50	65	5	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	1321	79611	100	99	99	451	468	496	19	13	7	56	53	37	25	35	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	670	39016	100	100	99	468	484	511	15	7	4	47	48	29	38	45	66	NA	0	1
Male	82	651	40519	100	99	98	438	452	482	22	18	10	63	58	44	15	24	46	NA	NA	0
African American	20	239	4188	100	100	98	472	465	486	15	14	9	45	51	40	40	35	50	NA	NA	0
Hispanic	125	1000	32855	100	99	99	450	468	481	18	12	10	58	54	43	23	34	47	NA	0	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	NC	64	36380	NC	100	99	NC	476	511	NC	11	4	NC	48	30	NC	41	65	NC	NA	1
Students with Disabilities	23	170	10664	100	97	94	369	404	440	61	39	23	39	52	54	NA	8	22	NA	NA	1
Students without Disabilities	127	1151	68947	100	100	100	466	477	504	11	9	4	59	53	34	30	38	61	NA	0	1
Limited English Proficient Students	36	354	10362	100	97	97	385	429	438	50	27	22	47	58	57	3	15	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	128	1115	37626	100	98	98	452	466	479	17	13	10	58	54	45	25	33	45	NA	0	0
Non-Economically Disadvantaged	22	206	41985	100	100	100	445	479	511	27	12	4	45	46	30	27	42	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1371	79327	98	100	98	485	485	518	39	36	19	22	26	20	34	35	46	4	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	669	38961	98	99	98	486	489	520	32	30	16	29	29	20	34	36	48	5	4	16
Male	73	702	40295	97	100	97	484	481	516	45	41	21	16	23	19	34	34	44	4	3	16
African American	16	258	4247	100	100	98	460	476	499	50	43	27	25	26	24	25	28	41	NA	3	8
Hispanic	120	1044	32327	98	99	98	489	486	499	38	35	27	22	25	25	36	36	41	5	4	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	16	4391	--	100	96	--	515	489	--	13	32	--	31	27	--	50	36	--	6	4
White	NC	49	36373	NC	100	98	NC	494	538	NC	29	10	NC	29	14	NC	39	52	NC	4	25
Students with Disabilities	NC	188	9321	NC	100	87	NC	436	467	NC	81	54	NC	11	22	NC	7	21	NC	NA	3
Students without Disabilities	131	1183	70006	98	100	100	487	493	524	38	28	14	23	28	19	34	39	49	5	4	18
Limited English Proficient Students	38	364	9431	97	98	95	457	460	466	68	59	53	24	26	27	8	14	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	107	1147	37097	97	98	97	484	485	498	36	35	27	25	26	25	34	35	41	5	4	7
Non-Economically Disadvantaged	31	224	42230	100	100	99	487	486	535	48	37	11	13	24	15	35	36	50	3	3	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1373	79501	98	100	98	468	466	497	20	25	10	42	36	25	38	39	60	NA	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	671	39062	98	100	99	473	472	502	14	19	8	46	37	23	40	44	64	NA	0	5
Male	73	702	40368	97	100	98	465	460	491	25	31	13	38	36	27	37	33	57	NA	0	3
African American	16	258	4279	100	100	99	479	468	485	13	23	14	38	34	30	50	43	54	NA	1	2
Hispanic	120	1046	32389	98	99	98	467	464	478	21	26	16	42	37	34	38	37	48	NA	0	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	16	4401	--	100	96	--	481	473	--	13	17	--	38	40	--	50	43	--	NA	1
White	NC	49	36446	NC	100	99	NC	484	516	NC	18	4	NC	29	15	NC	53	73	NC	NA	7
Students with Disabilities	NC	188	9411	NC	100	88	NC	423	453	NC	68	36	NC	23	36	NC	9	26	NC	NA	1
Students without Disabilities	131	1185	70090	98	100	100	470	473	502	17	18	7	44	38	24	39	43	65	NA	0	5
Limited English Proficient Students	38	364	9401	97	98	94	438	435	443	47	51	40	39	41	46	13	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	107	1149	37183	97	98	97	466	465	479	21	25	16	42	37	34	36	38	49	NA	0	1
Non-Economically Disadvantaged	31	224	42318	100	100	99	477	473	513	13	22	5	42	34	17	45	43	70	NA	0	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	1350	80000	84	98	99	543	538	564	4	5	3	16	16	11	79	76	75	1	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	663	39288	85	99	99	564	556	579	2	3	2	7	9	6	89	83	77	2	4	16
Male	63	687	40644	84	98	98	524	520	549	6	8	4	24	22	15	70	69	74	NA	1	7
African American	16	257	4307	100	100	99	546	539	551	6	6	4	19	15	13	75	74	75	NA	5	7
Hispanic	101	1026	32672	82	97	99	543	536	548	4	6	4	15	16	14	80	76	76	1	3	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	16	4424	--	100	97	--	579	549	--	NA	3	--	NA	14	--	100	77	--	NA	5
White	NC	47	36602	NC	100	99	NC	551	579	NC	2	2	NC	19	7	NC	79	75	NC	NA	16
Students with Disabilities	NC	185	9919	NC	98	93	NC	466	505	NC	16	9	NC	51	35	NC	32	54	NC	1	2
Students without Disabilities	112	1165	70081	84	98	100	547	548	571	4	4	2	14	10	7	81	83	79	1	3	12
Limited English Proficient Students	32	358	9571	82	96	96	500	496	502	9	11	10	41	32	29	50	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	93	1132	37534	85	96	98	541	537	547	4	5	4	15	16	15	81	76	76	NA	3	5
Non-Economically Disadvantaged	26	218	42466	84	100	100	550	542	578	4	6	2	19	16	7	73	75	75	4	3	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	1351	78546	99	99	97	518	507	543	27	35	15	22	25	18	47	37	52	3	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	669	38645	100	100	98	523	511	545	26	31	13	23	27	18	46	39	54	5	3	15
Male	66	679	39792	96	98	97	512	503	542	29	39	17	21	24	17	48	34	50	2	3	15
African American	25	256	4205	96	99	97	506	499	524	28	37	22	32	31	22	40	31	49	NA	1	7
Hispanic	121	1029	31177	99	99	97	522	508	524	26	35	22	21	24	23	50	38	48	4	3	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	--	13	4689	--	100	95	--	530	515	--	15	28	--	15	25	--	69	43	--	NA	4
White	NC	45	36450	NC	100	97	NC	513	563	NC	38	7	NC	18	12	NC	40	57	NC	4	23
Students with Disabilities	15	199	8093	94	100	82	464	462	489	87	84	50	NA	9	24	13	7	23	NA	NA	2
Students without Disabilities	135	1152	70453	99	99	100	524	514	549	21	26	11	24	28	17	51	42	56	4	4	16
Limited English Proficient Students	30	343	9323	100	98	94	484	480	491	57	59	47	20	26	28	23	15	24	NA	0	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	117	1088	34694	98	98	96	524	507	524	24	36	23	22	25	23	50	36	48	4	3	7
Non-Economically Disadvantaged	33	263	43852	100	100	99	498	508	559	39	32	10	21	26	13	39	40	56	NA	2	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	1347	79045	98	99	98	482	481	512	22	22	10	34	38	25	42	39	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	667	38860	100	100	98	487	489	519	23	18	7	30	34	22	45	47	62	2	1	8
Male	66	677	40075	96	98	97	476	473	505	21	26	12	39	41	28	39	32	54	NA	1	6
African American	25	255	4250	96	99	98	475	482	500	12	19	12	60	40	31	28	40	54	NA	1	3
Hispanic	120	1024	31314	98	99	98	484	479	493	23	23	16	29	38	34	46	38	48	2	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	--	13	4719	--	100	96	--	497	489	--	NA	15	--	31	39	--	69	45	--	NA	2
White	NC	47	36730	NC	100	98	NC	492	532	NC	23	4	NC	26	16	NC	47	68	NC	4	12
Students with Disabilities	15	196	8552	94	98	87	431	440	463	67	63	35	27	30	40	7	7	23	NA	1	1
Students without Disabilities	134	1151	70493	99	99	100	487	487	517	17	15	7	35	39	24	46	45	62	1	1	8
Limited English Proficient Students	30	339	9355	100	97	95	442	448	456	63	47	37	27	44	48	10	9	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	117	1083	34922	98	98	96	485	479	493	20	23	15	33	38	34	45	38	48	2	1	3
Non-Economically Disadvantaged	32	264	44123	97	100	99	470	486	527	31	20	6	38	36	18	31	43	66	NA	1	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	1348	79657	98	99	99	538	545	566	6	6	3	16	14	8	77	80	87	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	668	39120	100	100	99	553	564	580	4	3	2	13	8	4	82	89	92	1	0	2
Male	66	677	40423	96	98	98	519	528	553	9	9	5	20	19	12	71	72	83	NA	0	1
African American	25	256	4290	96	99	99	527	553	560	4	3	4	28	14	9	68	83	86	NA	NA	1
Hispanic	120	1026	31642	98	99	99	540	542	552	7	7	5	13	14	11	79	79	84	1	0	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	--	13	4760	--	100	97	--	575	547	--	NA	5	--	NA	14	--	100	81	--	NA	0
White	NC	45	36929	NC	100	99	NC	562	579	NC	2	2	NC	11	5	NC	87	91	NC	NA	2
Students with Disabilities	15	198	9069	94	99	92	437	485	508	33	19	11	53	36	30	13	45	58	NA	NA	1
Students without Disabilities	134	1150	70588	99	99	100	549	555	573	3	4	2	12	10	5	84	86	91	1	0	1
Limited English Proficient Students	30	337	9521	100	96	96	477	494	507	23	16	13	27	29	24	50	55	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	117	1084	35341	98	98	97	544	545	551	4	6	5	15	14	12	79	80	83	1	0	0
Non-Economically Disadvantaged	32	264	44316	97	100	100	515	549	578	13	8	2	19	13	5	69	79	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1341	78400	100	100	97	527	517	554	41	44	21	15	22	19	39	31	47	4	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	677	38686	99	100	98	524	520	554	44	43	20	14	22	20	39	33	49	3	2	12
Male	67	663	39636	100	100	96	530	515	554	39	46	23	16	22	18	39	29	46	6	4	13
African American	21	238	4193	100	100	97	519	517	533	38	47	32	19	18	23	43	32	40	NA	3	5
Hispanic	114	1025	30732	100	100	97	530	518	534	40	43	31	15	23	24	39	31	40	5	3	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	22	4536	NC	92	95	NC	508	528	NC	59	35	NC	9	25	NC	32	37	NC	NA	4
White	NC	49	37038	NC	100	97	NC	507	575	NC	51	11	NC	18	14	NC	27	56	NC	4	19
Students with Disabilities	12	232	7840	100	100	81	472	466	498	92	87	60	8	9	18	NA	4	20	NA	NA	2
Students without Disabilities	126	1109	70560	100	100	99	532	527	560	37	35	17	16	25	19	43	36	50	5	4	14
Limited English Proficient Students	34	296	8956	100	98	95	482	487	502	82	71	56	12	18	25	6	11	18	NA	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	108	1047	33014	100	99	95	532	519	534	37	43	31	16	22	24	43	31	40	5	3	5
Non-Economically Disadvantaged	30	294	45386	100	100	99	508	511	569	57	50	15	13	21	15	27	28	52	3	1	18

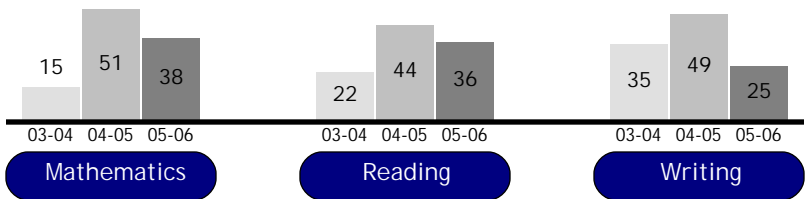
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1340	79179	100	100	98	490	488	519	23	23	11	39	40	27	37	36	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	676	38974	99	100	99	490	493	524	18	17	8	51	43	25	31	40	61	NA	0	5
Male	67	663	40124	100	100	97	491	482	513	28	30	13	27	37	28	43	33	54	1	1	4
African American	21	238	4243	100	100	98	487	492	506	14	19	14	57	43	32	29	37	51	NA	1	3
Hispanic	114	1024	30987	100	100	98	492	487	498	24	24	17	36	39	36	39	37	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	22	4573	NC	92	96	NC	481	494	NC	23	16	NC	59	41	NC	18	42	NC	NA	1
White	NC	49	37467	NC	100	98	NC	483	539	NC	37	5	NC	24	17	NC	39	70	NC	NA	8
Students with Disabilities	12	231	8567	100	100	88	444	443	467	83	63	39	8	30	38	8	6	22	NA	NA	1
Students without Disabilities	126	1109	70612	100	100	99	495	496	524	17	15	7	42	42	25	40	43	62	1	1	5
Limited English Proficient Students	34	296	9013	100	98	95	449	454	461	56	49	40	44	43	48	NA	8	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	108	1047	33345	100	99	96	493	488	499	20	23	17	40	40	36	39	37	46	1	0	1
Non-Economically Disadvantaged	30	293	45834	100	100	99	482	488	533	33	25	7	37	40	19	30	34	67	NA	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1343	79734	100	100	99	538	531	554	6	5	3	26	31	19	68	64	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	680	39243	100	100	99	551	547	568	4	3	2	21	22	12	75	75	85	NA	NA	1
Male	67	661	40413	100	100	98	524	515	541	9	7	4	31	40	26	60	52	70	NA	0	0
African American	21	240	4285	100	100	99	550	541	548	NA	3	3	24	28	22	76	68	74	NA	0	0
Hispanic	115	1025	31254	100	100	99	537	529	539	8	5	5	24	32	25	68	63	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	22	4613	NC	92	97	NC	530	535	NC	5	4	NC	23	29	NC	73	67	NC	NA	0
White	NC	48	37668	NC	98	99	NC	523	569	NC	10	1	NC	25	13	NC	63	85	NC	2	1
Students with Disabilities	12	231	8943	100	100	92	460	474	495	33	17	11	50	59	51	17	24	38	NA	0	1
Students without Disabilities	127	1112	70791	100	100	100	545	542	561	4	2	2	24	25	15	72	72	83	NA	0	0
Limited English Proficient Students	34	294	9138	100	97	97	479	486	492	21	13	13	53	54	46	26	33	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	108	1046	33718	100	99	97	542	531	538	6	4	5	26	32	26	69	64	69	NA	0	0
Non-Economically Disadvantaged	31	297	46016	100	100	100	524	532	567	10	6	2	26	28	14	65	65	84	NA	0	1

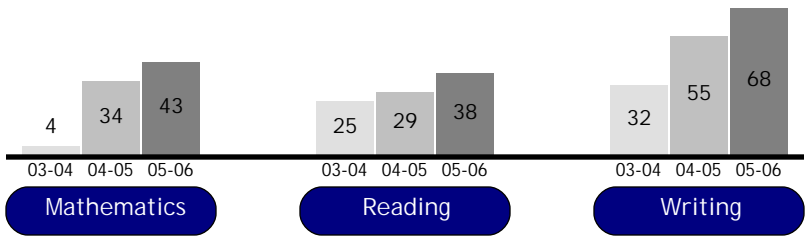
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	97	39	NA	56	98	26	29	48	98	24	28	52
	Language	99	45	35	52	98	28	29	49	98	25	30	52
	Mathematics	99	54	38	61	98	36	33	53	98	35	34	58
5	Reading	98	32	NA	55	93	34	30	50	100	24	30	56
	Language	99	33	32	49	93	34	31	50	100	25	30	54
	Mathematics	99	42	38	63	92	33	30	49	100	27	28	52
6	Reading	99	35	NA	56	97	32	33	51	98	35	34	56
	Language	99	32	29	48	97	31	30	47	97	34	30	50
	Mathematics	98	46	40	66	95	36	33	52	98	35	34	58
7	Reading	100	25	NA	54	99	32	30	50	100	32	30	54
	Language	100	32	35	58	99	34	34	52	100	37	37	58
	Mathematics	100	29	32	62	97	33	31	50	100	37	30	54
8	Reading	97	32	NA	55	96	31	33	51	100	37	35	58
	Language	98	28	31	52	96	34	35	50	100	44	39	56
	Mathematics	98	44	37	61	96	34	34	53	100	46	34	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

## Council Duties

- Ü Uniform referrals
- Ü Increase monitoring of restrooms
- Ü Vandalism
- Ü Lunch duty
- Ü Dismissal Duties
- Ü Safety Committee

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	42.00
Other Professional Staff	3.00	Teacher Aide	8.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	7	0	0
4 to 6 years	5	2	0	0
7 to 9 years	1	3	0	0
10 or more years	1	6	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	57
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	36%

## Resources Available at School Site

## Special Facilities

- Ü Computer Labs (2)
- Ü Library/Media Center
- Ü Mini-computer Labs (2)

## Extracurricular Activities

- Ü Drum Corps
- Ü After School Sports
- Ü After School Tutoring Math/Reading
- Ü After School Clubs
- Ü Pride Program

## Social Services

- Ü School Resource Officer-enforce law/safe
- Ü Prevention Specialist-counseling program
- Ü Neighborhood House Technology Center
- Ü Safety Probation Officer-safety programs
- Ü Social Worker-counseling
- Ü Parent Coordinator-parent classes/wkshop
- Ü Black Family Services
- Ü Immunization, asthma, & Dental Clinics

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü First Achievement: We expanded the accelerated Reading Program to include accelerated Math Program as well. For it is evident and has proven that the student are increasing their academic achievement.
- ü Second Achievement: New Pride Program piloted to 8th grade students and it was proven to be evidently successful with overall academic and student responsibility. The Pride Program is currently a school wide program to include all grade levels.
- ü Third Achievement: The Leadership Team has addressed the school improvement plan with significant curriculum improvements. This year the AIMS scores have shown marked improvement in all subjects and subcomponents.
- ü Fourth Achievement: School climate and culture has improved. The staff morale has increased, student discipline decreased, parent involvement has significantly increased in PTSA and Site Council memberships. School is now appealing to community.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Administration firmly believes that each child is entitled to a safe environment in which to learn. Children who don't abide by rules are corrected by in-school or placed in outside sources. Administration works closely with our School Resource Officer and Safety School Probation Officer. Students are educated about drugs and violence through videos, workshops, and discussions by SRO officer, prevention specialists and Probation Officer.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

150
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Juan Gallardo	(602) 232-4240
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	Perry Baker	(602) 243-4816
School Nutrition Programs	Phyllis Jefferies	(602) 243-4830
Parent Organization	Reyna Polanco	(602) 268-2180
Student Health/Nurse	Jennifer Dennis	(602) 232-4240

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.